

North Dakota Physical Education Content and Achievement Standards

Grades K–12

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North Dakota Department of Public Instruction

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Publication Availability

An electronic version of the *North Dakota Physical Education Content and Achievement Standards* is available online at the North Dakota Department of Public Instruction website: <http://www.dpi.state.nd.us/standard/content.shtm>.

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FOREWORD

By Dr. Wayne G. Sanstead,
State Superintendent

There is perhaps no greater responsibility for a community than to provide for the care and education of its citizens. We stand together, committed to the advancement of quality education for all our students. It is toward this aim that I am pleased to issue this document, the *North Dakota Physical Education Content and Achievement Standards*. This document represents an important step in defining and implementing what constitutes a quality education for North Dakota citizens.

The State's Protocols for Developing Standards

As a matter of public policy, the North Dakota Department of Public Instruction believes that public education stakeholders must define "what students should know and be able to do." State law (NDCC 15.1-02-04.3) places responsibility for the writing of state academic standards with the State Superintendent. State law (NDCC 15.1-02-04.4; 15.1-21-08) also places responsibility with the State Superintendent for the supervision of State assessments that are based on the State's academic standards. To this end, the Department of Public Instruction has worked closely with the State's educators, through a clearly articulated process, to develop academic standards and aligned assessments that reflect the profession's best insights into what constitutes a quality education for every citizen.

The North Dakota State content and achievement standards offer guidance in core curriculum areas while, at the same time, they allow for, indeed *encourage*, a dynamic and living curriculum created at the local school district level. To ensure educational relevance, the North Dakota State content and

achievement standards are (1) based on academic standards developed nationally by various professional education associations, (2) periodically revised as suggested by classroom and community experiences and expectations, and (3) widely supported by state and national education policymakers.

While the North Dakota State content and achievement standards represent an official, statewide reference point for content and proficiency, local school districts are encouraged to use the State's content and achievement standards as guides in the development of local, customized curriculum in the core content areas. Put another way, standards-based education requires that a community agree upon what skills and abilities students should have upon leaving high school and what an appropriate K–12 educational experience should look like in the classroom.

The Department seeks to engage stakeholders in the development and performance reporting of a valid and reliable educational accountability system. To ensure that the State's accountability system engenders confidence among constituents, the Department has established a system of prescribed activities that are designed to assure procedural validity and reliability, product quality, and systemic integrity. The Department, with the assistance of professional educators from across the State, has established process and content protocols to articulate the governing rules for the development of State content and achievement standards and assessments.

I encourage all citizens to familiarize themselves with the process used to define, review, and implement the State's

challenging content and achievement standards. The *North Dakota Standards and Assessment Development Protocols* (refer to the following website: <http://www.dpi.state.nd.us/standard/protocols.pdf>) identify the procedures Department staff and statewide educator design teams follow regarding the staffing, design process, formatting, and content of all documents. These protocols ensure that quality assurance measures are observed and that the process and its resulting product are valid. The *North Dakota Physical Education Content and Achievement Standards* document has been developed with care and attention to the requirements of the State standards protocols.

State's Accountability for Every Student

Article VIII of the State's Constitution places a high-level responsibility on the State to ensure the literacy of every citizen. A high-quality education is the right of every student.

Assuring comparable educational opportunity is a primary responsibility of the State's education system. The State's challenging content and achievement standards define what students should know and be able to do. In a sense, these standards represent a state contract with our students.

I urge school districts to build their respective curricula upon these worthy standards. A school's curriculum encompasses that collection of textbooks, media, experiences, and instruction that guide a student's exposure to the standards. The standards define the "what" and the curriculum defines the "how" of education.

To hold itself accountable for the educational services it provides through its schools, the State has developed an assessment system that is designed to measure student performance in terms of these State standards within selective subjects or discipline (i.e. reading/language, arts, mathematics and science). By measuring student achievement in terms of the State's challenging standards, we are able to monitor

growth, address deficiencies, and ensure comparability of educational opportunity statewide.

The State's academic assessments are aligned to the State's challenging content and achievement standards. The State measures, through a sampling of test questions, the annual performance of students statewide. Results are analyzed based on overall student achievement and on the performance of student subgroups, i.e., students of different ethnic backgrounds, limited English proficient students, economically disadvantaged students, and students with disabilities.

The State issues annual reports on the progress students make toward overall proficiency in terms of the State's standards. I invite all educators and citizens to learn more about the State's Accountability Plan which details this annual report. (Refer to the following website: <http://www.dpi.state.nd.us/grants/NCLB.shtm>.)

I assure you that our State's accountability system exists to protect the interests of every student—every student.

Continuing Tradition of Improvement and Excellence

The legacy of the North Dakota educational system is represented by the quality of the students it graduates every year. Every student who graduates at the proficient level from a North Dakota school testifies to the strength of the families, communities, and schools that nurtured and educated that student.

Yet, as long as there are students who graduate from a North Dakota school scoring at levels less than proficient—or who do not graduate at all, then evidence exists of our need to improve. School improvement requires a strong network of families, communities, and schools, working together, to achieve the ultimate aim set forth within the State Constitution.

The State standards, by their very nature, define the measure of success we seek to achieve. We cannot summarily claim success as long as any of our students fall below the proficient level as defined by our achievement standards. Proficiency of every student is our mission. This is why we do what we do. Each and every student, in every subgroup, is that important.

North Dakota schools embody a long-standing tradition to build on success and improve where necessary. These standards establish our measures for success. These standards anchor us and guide us. If we, indeed, are to continue to improve as an educational system, then it is these standards that will lead us ultimately to our goal. The North Dakota content and achievement standards are that important to us all.

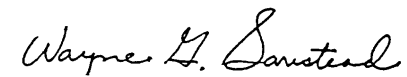
Gratitude to a Dedicated Profession

We stand on the shoulders of those educators who have preceded us. Whatever measure of success we have experienced to date rests in large measure on their efforts and dedication. Each passing generation stands as a testament to the spirit of excellence that exists within the education community. Each generation builds upon the strengths of its predecessors in order to secure a better future for those who follow.

The work of developing and implementing the state Physical Education standards finds its origins in many past efforts. The contributions of countless educators are astounding and inspiring. It is now for our generation to harvest the best of the past, to incorporate our best insights based on current research, and to restate our mission for future learners.

I wish to recognize each individual team member and the hundreds of reactors who contributed to the writing of this important document. We must be mindful of the many months and iterations of background research, discussions, drafting, reflective analysis, debating, and ultimate resolution that have been invested in this document. No words of gratitude can ever do justice to the quality of work or the commitment found within this document.

Now, the work rests with us. Our current and future students depend on us. Let us go forth and touch the future together.

A handwritten signature in cursive script, reading "Wayne G. Sanstead". The signature is written in dark ink on a white background.

INTRODUCTION

“What we do today does not make yesterday wrong, it makes tomorrow better.” Carol Commodore

The *North Dakota Physical Education Content and Achievement Standards* were written to provide physical education teachers and school districts with a guide for quality physical education programs. Physical education and wellness are evolving to provide a more comprehensive lifestyle management approach, encouraging physical fitness and activity, sound nutritional practices, and assessment through the use of the latest technology.

The physical education standards writing team began its work in the summer of 2006. The writing team consisted of physical educators from across the state and represented all levels, elementary through university. This brought diversity of expertise to the development of the North Dakota physical education standards. The writing team’s work was guided by the physical education standards developed by the National Association for Sport and Physical Education (NASPE), as well as standards documents from other states.

A high-quality physical education program is essential for all students. It provides a foundation for intelligent and precise thinking. Physical education should also provide every student with the opportunity to choose among a full range of future career paths and to contribute to society as an informed and active citizen. To be a responsible and productive member of today’s society a student needs to have a broad, connected, and useful knowledge of physical education and wellness.

The *North Dakota Physical Education Content and Achievement Standards* document provides a framework for the skills and knowledge that students in grades K-12 are

expected to attain in physical education. Based on its predecessor, the *2000 North Dakota Physical Education Content Standards*, this document includes standards, benchmarks, and defines levels of achievement at each grade level for Kindergarten through Grade 10 and for the grade band that includes Grades 11 and 12.

The standards in this document provide clear, concise, and measurable expectations in physical education for all students. The standards set targets and expectations for what teachers need to teach and what students need to know and be able to do by the end of each grade level or grade band. Comprehensive and collaborative efforts by legislators, physical education teachers, clinicians, parents, and community members play an integral part in helping students attain these expectations. This document is a useful resource for school districts as they align their physical education curriculum to the state standards and benchmarks.

The standards focus on essential content for all students. Maintaining high expectations for all students is a component of equity in education. “All students” include those with diverse cultural backgrounds, limited English proficiency, disabilities; and those from advantaged or disadvantaged socioeconomic backgrounds. It is understood that adaptations and modifications may be needed to meet individual student needs.

This document is organized around a core of fundamental physical education standards for all students in the state of North Dakota. Grade level expectations are identified for kindergarten through senior high school. These statements reflect a comprehensive approach to combating inactivity, obesity, and a lack of physical fitness of children in schools

and local communities. In addition, this document reflects what a student should know and be able to do, as well as what should be assessed at each grade level.

Document Components

The *North Dakota Physical Education Content and Achievement Standards* contain the following organizational components:

- **Heading:** A standard is introduced by an overall page heading that identifies the standard's number within the subject and a short descriptive title (e.g., "*Standard 1: Movement Forms*").
- **Content standard:** A broad description of what students should know and be able to do within physical education.
Content Standards Description. The standard is defined succinctly in terms of students' expected knowledge or skill (e.g., "Students demonstrate in motor skills and movement patterns needed to perform a variety of physical activities.").
- **Topic:** Topics may carry across grade levels, organize benchmark expectations, and identify no specific knowledge or skill (e.g., movement skills).
- **Grade-level benchmark expectation:** A statement of what students should know and be able to do at specified grade levels.

Please Note: The fact that a skill or knowledge is benchmarked at a particular grade level does not mean that the skill or knowledge is not taught prior to the benchmark grade or practiced beyond it. It simply marks a spot where students should be assessed for achievement.

- **Numbering:** The numerical order of the content standards does not imply any particular ranking regarding their relative importance or teaching priority. Each standard conforms to the following prescribed numbering system.

Grade-level benchmark expectation. A benchmark expectation is identified uniquely by a prescribed three-digit nomenclature (e.g., "K.1.1"). The first digit refers to the grade level (e.g., *grade K*). The second digit refers to the standard's listing within the subject (e.g., *standard #1*). The third digit refers to the benchmark's listing within the standard (e.g., *the first benchmark within the first standard*).

- **Use of i.e. and e.g.:** When found within a benchmark, **i.e. means** inclusive of, only the listed items should be assessed at a particular benchmark. **E.g.** means an example of; not inclusive of the whole; some of those available.
- **Achievement descriptor:** A description of what a student knows and is able to do to demonstrate a level of achievement on a content standard. Descriptors for achievement are set at four levels and are defined as follows:
 - **Advanced Proficient:** Demonstrates exemplary understanding or skill and exceeds expected level of performance.

- o **Proficient:** Demonstrates understanding or skill and meets expected level of performance.
- o **Partially Proficient:** Demonstrates an emerging or developing level of understanding and performance.
- o **Novice:** Attempt made; however, lack of understanding and performance is evident.

State Achievement Descriptor Format

State achievement descriptors have been developed for all content standards. An achievement descriptor is a description of what a student knows and is able to do to demonstrate a level of achievement on a content standard.

Achievement descriptors guide one's interpretation regarding "how well a student demonstrates knowledge or skill within a content standard." As such, achievement descriptors aid in defining performance and in establishing "grading" parameters. Achievement descriptors identify four categories or levels of student achievement: (1) *advanced proficient*, (2) *proficient*, (3) *partially proficient*, and (4) *novice*. The *proficient* level represents how well a student should minimally demonstrate achievement within physical education at a particular grade level.

The State achievement descriptors express the characteristics of each of the four achievement levels for all content standards. In many instances, achievement descriptors are presented for individual benchmark expectations. In some instances, where benchmark expectations show a closer association to each other, achievement descriptors are presented for the entire topic.

To develop an achievement descriptor, the writing team first identified the focus of student performance for that benchmark. The focus of performance reflects the nature of the benchmark. A focus of performance might be related to the degree of error in the performance, the speed or fluency of the performance, the variety of examples provided, the quality of the performance, the significance of details provided, or the consistency of the performance. For example, the focus of performance for benchmarks that require students to explain a concept, principle, or generalization might be expressed through the significance of details or the degree of error. For consistency, writers used a limited set of descriptors for each focus to describe the levels of performance (i.e., advanced proficient, proficient, partially proficient, novice). For example, for the "quality" focus, descriptors for the four levels included, among others, insightful, relevant, superficial, and irrelevant, respectively.

Teachers in a school or district should come to consensus on the meaning of these terms, perhaps through professional dialogue and examination of student work. Teachers also will need to help students understand what is meant by these terms by providing examples of student work at each performance level.

State Standards and Local Curriculum Development

State content standards broadly define what a student should know and be able to do. State content standards become the basis upon which local school districts define their local curriculum. School districts choose those instructional materials and practices that will ensure a rich physical education curriculum for all students. Clear content standards define all that will be assessed at a grade level. Quality education begins with and springs from challenging content standards.

Physical education instruction should reflect what both educational research and best practices reveal about the

teaching and learning of physical education. Innovative physical education should include hands on experiences and technology.

Integrating Physical Education Standards Across the Curriculum and Outside of School

Physical education should be integrated throughout the curriculum and not be restricted to the instruction that occurs during the confines of a physical education course. Physical education constitutes foundational skills and knowledge and carries concepts that touch on a wide variety of other disciplines, in particular, health. In the development of a school's overall curriculum, attention should be given to ensure that content linkages are designed across disciplines. Students will optimize their learning whenever direct connections are made within the wider curriculum.

National recommendations state that school-aged children and youth should participate in a minimum of 60 minutes (accumulated) per day of moderate to vigorous physical activity. In addition to quality standards-based physical education classes, these sixty minutes include physical activity before, during, and after school. Assessment for participating in physical activity in Standard Three may include a calendar, journal, or log sheet for parents and/or students to complete. In grades K–3 parental assistance is essential. These are self-reported data and very valuable in the development of healthy lifestyle habits.

Organization of the Document

The standards and benchmarks in this document address the five major focus areas according to the NASPE standards for physical education.

The five major focus areas are as follows:

To pursue a lifetime of healthful physical activity, a physically educated person:

1. *has* learned skills necessary to perform a variety of physical activities;
2. *knows* the implications of and the benefits from involvement in physical activities;
3. *does* participate regularly in physical activity;
4. *is* physically fit; and
5. *values* physical activity and its contribution to a healthful lifestyle.

In addition to statements of the content standards and achievement descriptors, the document includes benchmark expectations for what students should know and be able to do in the area of physical education by the end of grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11-12. Local districts may choose to write grade-specific benchmarks for grades 11 and 12.

Use of the Document

This document serves as a guide for local districts in developing standards. It is strongly recommended that a district team be convened to align and/or write curriculum from these state standards, considering local values, developmental level of students, and educational goals. Furthermore, it is recommended that school districts consider and advocate an amount of time necessary to teach the physical education curriculum utilizing these standards in grades K–12.

This document will help districts provide students with a physical education curriculum that gives them knowledge and skills for an active and healthy lifestyle now and throughout their lives.

Personalizing Education: Differentiated Instruction and Alternate Assessment

In the course of instruction, it is appropriate to personalize or differentiate instruction for students based on their individual programming. This fundamental principle ensures that every student will be offered a comparable and equitable opportunity for a quality education. Students should understand that their education is an ongoing exploration and incorporation of the standards.

When educating students with cognitive or physical disabilities, instructional strategies and modifications should be referenced within the student's individualized education program. Educators and parents are encouraged to consult the state's guidance on the development of a student's individualized education program. Refer to the following Web site for additional information concerning the development of individualized education programs:
<http://www.dpi.state.nd.us/speced/guide/iep/index.shtm>.

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Standard 1: Movement Forms

Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
MOVEMENT SKILLS				
K.1.1 Demonstrate walking as a basic locomotor skill (i.e., in a straight line with correct body alignment)	Students demonstrate walking as a basic locomotor skill with ease.	Students demonstrate walking as a basic locomotor skill with minimal difficulty.	Students demonstrate walking as a basic locomotor skill with difficulty.	Students demonstrate walking as a basic locomotor skill with little or no success.
K.1.2 Demonstrate the underhand ball roll as a basic object control skill (i.e., back swing and follow through, lower body, opposition)	Students demonstrate the underhand ball roll as a basic object control skill with ease.	Students demonstrate the underhand ball roll as a basic object control skill with minimal difficulty.	Students demonstrate the underhand ball roll as a basic object control skill with difficulty.	Students demonstrate the underhand ball roll as a basic object control skill with little or no success.
K.1.3 Demonstrate a variety of basic non-locomotor skills (e.g., bending, twisting, turning, lifting, body shapes)	Students demonstrate a variety of basic non-locomotor skills with ease.	Students demonstrate a variety of basic non-locomotor skills with minimal difficulty.	Students demonstrate a variety of basic non-locomotor skills with difficulty.	Students demonstrate a variety of basic non-locomotor skills with little or no success.
CONTROL IN MOVEMENT				
K.1.4 Use proper body control while moving through personal and general space	Students use proper body control while moving through personal and general space with ease.	Students use proper body control while moving through personal and general space with minimal difficulty.	Students use proper body control while moving through personal and general space with difficulty.	Students use proper body control while moving through personal and general space with little or no success.
Grade 1				
MOVEMENT SKILLS				
1.1.1 Demonstrate galloping and hopping as basic locomotor skills (i.e., forward movement, step together step, hop on right foot, hop on left foot)	Students demonstrate galloping and hopping as basic locomotor skills with ease.	Students demonstrate galloping and hopping as basic locomotor skills with minimal difficulty.	Students demonstrate galloping and hopping as basic locomotor skills with difficulty.	Students demonstrate galloping and hopping as basic locomotor skills with little or no success.

Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
1.1.2 Demonstrate a variety of basic non-locomotor skills (e.g., raising and lowering body parts, rocking and swaying, swinging, pushing and pulling)	Students demonstrate a variety of basic non-locomotor skills with ease.	Students demonstrate a variety of basic non-locomotor skills with minimal difficulty.	Students demonstrate a variety of basic non-locomotor skills with difficulty.	Students demonstrate a variety of basic non-locomotor skills with little or no success.
1.1.3 Demonstrate the underhand throw as a basic object control skill (i.e., swing arm back, step with opposition, and follow through)	Students demonstrate the underhand throw as a basic object control skill with few, if any, errors.	Students consistently demonstrate the underhand throw as a basic object control skill.	Students inconsistently demonstrate the underhand throw as a basic object control skill.	Students rarely demonstrate the underhand throw as a basic object control skill.
CONTROL IN MOVEMENT				
1.1.4 Use control in travel activities (e.g., changes directions in a safe manner, shows an awareness of objects and other people when moving)	Students use control in travel activities with ease.	Students use control in travel activities with minimal difficulty.	Students use control in travel activities with difficulty.	Students use control in travel activities with little or no success.
Grade 2				
MOVEMENT SKILLS				
2.1.1 Demonstrate the horizontal and vertical jump as basic locomotor skills (e.g., jumps a distance using floor markings, jumps for height using mats)	Students demonstrate the horizontal and vertical jump as basic locomotor skills with ease.	Students demonstrate the horizontal and vertical jump as basic locomotor skills with minimal difficulty.	Students demonstrate the horizontal and vertical jump as basic locomotor skills with difficulty.	Students demonstrate the horizontal and vertical jump as basic locomotor skills with little or no success.
2.1.2 Use basic object control skills (e.g., chest pass, bouncing a ball, tossing a bean bag)	Students use an extensive variety of basic object control skills.	Students use a representative variety of basic object control skills.	Students use a limited variety of basic object control skills.	Students use few or no basic object control skills.
CONTROL IN MOVEMENT				
2.1.3 Use control in travel activities at various speeds (e.g., shows an awareness of objects and other people when moving)	Students use control in travel activities at various speeds with ease.	Students use control in travel activities at various speeds with minimal difficulty.	Students use control in travel activities at various speeds with difficulty.	Students use control in travel activities at various speeds with little or no success.

Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark Expectations		ACHIEVEMENT DESCRIPTOR			
		ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
2.1.4	Demonstrate static balance (e.g., stand on one foot, balancing on an object)	Students demonstrate static balance with ease.	Students demonstrate static balance with minimal difficulty.	Students demonstrate static balance with difficulty.	Students demonstrate static balance with little or no success.
Grade 3					
MOVEMENT SKILLS					
3.1.1	Demonstrate mature form in running (i.e., moment of non-support, arm alignment, opposition)	Students demonstrate mature form while running with ease.	Students demonstrate mature form while running with minimal difficulty.	Students demonstrate mature form while running with difficulty.	Students demonstrate mature form while running with little or no success.
3.1.2	Demonstrate mature form in sliding (i.e., moment of non-support, not crossing legs)	Students demonstrate mature form while sliding with ease.	Students demonstrate mature form while sliding with minimal difficulty.	Students demonstrate mature form while sliding with difficulty.	Students demonstrate mature form while sliding with little or no success.
3.1.3	Demonstrate mature form in skipping (i.e., alternating hops, opposition in upper body, rhythm)	Students demonstrate mature form while skipping with ease.	Students demonstrate mature form while skipping with minimal difficulty.	Students demonstrate mature form while skipping with difficulty.	Students demonstrate mature form while skipping with little or no success.
3.1.4	Use locomotor skills to complete a task (e.g., moving in pathways, right/left directions)	Students use locomotor skills to complete a task with ease.	Students use locomotor skills to complete a task with minimal difficulty.	Students use locomotor skills to complete a task with difficulty.	Students use locomotor skills to complete a task with little or no success.
CONTROL IN MOVEMENT					
3.1.5	Use control in static and dynamic balance activities (e.g., using balance board, walking on a balance beam)	Students use control in static and dynamic balance activities with ease.	Students use control in static and dynamic balance activities with minimal difficulty.	Students use control in static and dynamic balance activities with difficulty.	Students use control in static and dynamic balance activities with little or no success.

Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 4				
MOVEMENT SKILLS				
4.1.1 Demonstrate mature form in leaping (i.e., momentary balance on right and left foot)	Students demonstrate a mature form in leaping with ease.	Students demonstrate a mature form in leaping with minimal difficulty.	Students demonstrate a mature form in leaping with difficulty.	Students demonstrate a mature form in leaping with little or no success.
4.1.2 Use mature form in non-locomotor skills (e.g., strike a suspended ball, kick a stationary ball)	Students use mature form in non-locomotor skills with ease.	Students use mature form in non-locomotor skills with minimal difficulty.	Students use mature form in non-locomotor skills with difficulty.	Students use mature form in non-locomotor skills with little or no success.
CONTROL IN MOVEMENT				
4.1.3 Use space to move safely in different directions at various speeds (e.g., decreasing space as you increase speed)	Students use space to move safely in different directions at a variety of speeds with ease.	Students use space to move safely in different directions at a variety of speeds with minimal difficulty.	Students use space to move safely in different directions at a variety of speeds with difficulty.	Students use space to move safely in different directions at a variety of speeds with little or no success.
Grade 5				
MOVEMENT SKILLS				
5.1.1 Combine non-locomotor skills in a sequence (e.g., tuck and straddle, bend and squat)	Students combine non-locomotor skills in a sequence with ease.	Students combine non-locomotor skills in a sequence with minimal difficulty.	Students combine non-locomotor skills in a sequence with difficulty.	Students combine non-locomotor skills in a sequence with little or no success.
5.1.2 Demonstrate mature form in object control skills (e.g., dribbling a soccer ball)	Students demonstrate the mature form in object control skills with few, if any, lapses.	Students consistently demonstrate mature form in object control skills.	Students inconsistently demonstrate mature form in object control skills.	Students rarely demonstrate mature form in object control skills.
5.1.3 Demonstrate object control skills to complete a task (e.g., throwing, catching)	Students demonstrate object control skills to complete a task with ease.	Students demonstrate object control skills to complete a task with minimal difficulty.	Students demonstrate object control skills to complete a task with difficulty.	Students demonstrate object control skills to complete a task with little or no success.

Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
CONTROL IN MOVEMENT 5.1.4 Adapt a skill to the demands of the environment (e.g., stopping, passing, kicking, striking, throwing, catching, bounce or chest pass)	Students adapt a skill to the demands of the environment with few, if any, errors.	Students consistently adapt a skill to the demands of the environment.	Students inconsistently adapt a skill to the demands of the environment.	Students rarely adapt a skill to the demands of the environment.
Grade 6				
MOVEMENT SKILLS 6.1.1 Demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports (e.g., trapping and dribbling in soccer)				
Grade 7	Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with ease.	Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with minimal difficulty.	Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with difficulty.	Students demonstrate the combination of locomotor, non-locomotor, and object control skills in modified team or individual sports with little or no success.
MOVEMENT SKILLS 7.1.1 Demonstrate a variety of rhythmic movements (e.g., square dance, line dance, folk dance, jump rope routines)				
Grade 8				
MOVEMENT SKILLS 8.1.1 Demonstrate movement patterns (e.g., screening in basketball, move to the open space) in modified team and individual activities	Students demonstrate an extensive variety of movement patterns in modified team and individual activities.	Students demonstrate a representative variety of movement patterns in modified team and individual activities.	Students demonstrate a limited variety of movement patterns in modified team and individual activities.	Students demonstrate an insufficient variety of movement patterns in modified team and individual activities.

Standard 1: Students demonstrate motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 9	Students apply intermediate skills in physical activities with few, if any, errors.	Students consistently apply intermediate skills in physical activities.	Students inconsistently apply intermediate skills in physical activities.	Students rarely apply intermediate skills in physical activities.
MOVEMENT SKILLS				
9.1.1 Apply intermediate skills in physical activities (e.g., arm strokes in swimming, balance in dance, arm swing in serving)				
Grade 10	Students apply advanced skills in physical activities with few, if any, errors.	Students consistently apply advanced skills in physical activities.	Students inconsistently apply advanced skills in physical activities.	Students rarely apply advanced skills in physical activities.
MOVEMENT SKILLS				
10.1.1 Apply advanced skills in physical activities (e.g., arm and leg strokes in swimming, balance and change in levels in dance, arm swing and footwork in serving)				
Grades 11–12	Students apply combination movement skills in a variety of lifetime activities with few, if any, errors.	Students consistently apply combination movement skills in a variety of lifetime activities.	Students inconsistently apply combination movement skills in a variety of lifetime activities.	Students rarely apply combination movement skills in a variety of lifetime activities.
MOVEMENT SKILLS				
11–12.1.1 Apply combination movement skills (e.g., high and low movement with a turn, jump, shoot) in a variety of lifetime activities (e.g., dance, outdoor pursuits, tennis)				

Standard 2: Movement Concepts

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
MOVEMENT CONCEPTS				
K.2.1 Respond to visual, verbal/auditory cues (i.e., starting and stopping on a signal)	Students respond to visual, verbal/auditory cues with few, if any, lapses.	Students consistently respond to visual verbal/auditory cues.	Students inconsistently respond to visual verbal/auditory cues.	Students rarely respond to visual verbal/auditory cues.
K.2.2 Identify body parts (e.g., head, shoulders, chest, elbows, hands, knees, feet)	Students identify body parts with few, if any errors.	Students identify body parts with no significant errors.	Students identify body parts with limited significant errors.	Students identify body parts with many significant errors.
IMPROVING PERFORMANCE <i>No benchmark expectations at this level</i>				
Grade 1				
MOVEMENT CONCEPTS				
1.2.1 Demonstrate the patterns of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment. (e.g., mini hurdles, cones and hoop stands)	Students demonstrate with ease the pattern of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment.	Students demonstrate with minimal difficulty the pattern of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment.	Students demonstrate with difficulty the pattern of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment.	Students demonstrate with little or no success the pattern of <i>over</i> , <i>under</i> , <i>around</i> , and <i>through</i> with the use of various equipment.
1.2.2 Identify basic body planes (e.g., front, back, side)	Students identify basic body planes with few, if any, errors.	Students identify basic body planes with no significant errors.	Students identify basic body planes with limited significant errors.	Students identify basic body planes with many significant errors.

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>IMPROVING PERFORMANCE</p> <p>1.2.3 Explain why practice is important in learning motor skills and improving performance</p>	<p>Students explain why practice is important in learning motor skills and improving performance with substantial detail.</p>	<p>Students explain why practice is important in learning motor skills and improving performance with sufficient detail.</p>	<p>Students explain why practice is important in learning motor skills and improving performance with sketchy detail.</p>	<p>Students explain why practice is important in learning motor skills and improving performance with little or no detail.</p>
Grade 2				
<p>MOVEMENT CONCEPTS</p> <p>2.2.1 Demonstrate the patterns of <i>left/right, forward/backward, and zigzag</i> to verbal/auditory cues (e.g., “Weave through cones”)</p> <p>2.2.2 Demonstrate the basic sequence (e.g., standing in ready position, arm/leg preparation, making a target with your hands and stepping in opposition, and follow through) for kicking, throwing, and catching skills</p>				
<p>IMPROVING PERFORMANCE</p> <p>2.2.3 Explain why feedback (from teacher and self) and practice are important in learning motor skills and improving performance</p>	<p>Students explain why feedback and practice are important in learning motor skills and improving performance with substantial detail.</p>	<p>Students explain why feedback and practice are important in learning motor skills and improving performance with sufficient detail.</p>	<p>Students explain why feedback and practice are important in learning motor skills and improving performance with sketchy detail.</p>	<p>Students explain why feedback and practice are important in learning motor skills and improving performance with little or no detail.</p>

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
MOVEMENT CONCEPTS				
3.2.1 Demonstrate basic movement concepts and strategies (e.g., force on surface or object, balance and twist, mimic/mirror)	Students demonstrate basic movement concepts and strategies with ease.	Students demonstrate basic movement concepts and strategies with minimal difficulty.	Students demonstrate basic movement concepts and strategies with difficulty.	Students demonstrate basic movement concepts and strategies with little or no success.
IMPROVING PERFORMANCE				
3.2.2 Describe the importance of practice and conditioning (e.g., practice throwing to increase accuracy) in improving the performance of motor skills	Students describe the importance of practice and conditioning in improving the performance of motor skills with substantial detail.	Students describe the importance of practice and conditioning in improving the performance of motor skills with sufficient detail.	Students describe the importance of practice and conditioning in improving the performance of motor skills with sketchy detail.	Students describe the importance of practice and conditioning in improving the performance of motor skills with little or no detail.
Grade 4				
MOVEMENT CONCEPTS				
4.2.1 Apply basic offensive/defensive strategies (e.g., marking and guarding, keep away) in pairs and small groups	Students apply basic offensive/defensive strategies in pairs and small groups with few, if any, errors.	Students consistently apply basic offensive/defensive strategies in pairs and small groups.	Students inconsistently apply basic offensive/defensive strategies in pairs and small groups.	Students rarely apply basic offensive/defensive strategies in pairs and small groups.
IMPROVING PERFORMANCE				
4.2.2 Demonstrate movement concepts (e.g., longer throw, weight transfer concepts) to refine movement skills	Students demonstrate movement concepts to refine movement skills with ease.	Students demonstrate movement concepts to refine movement skills with minimal difficulty.	Students demonstrate movement concepts to refine movement skills with difficulty.	Students demonstrate movement concepts to refine movement skills with little or no success.
4.2.3 Apply self assessment to improve motor performance	Students apply self assessment to improve motor performance with few, if any, lapses.	Students consistently apply self assessment to improve motor performance.	Students inconsistently apply self assessment to improve motor performance.	Students rarely apply self assessment to improve motor performance.

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 5				
MOVEMENT CONCEPTS				
5.2.1 Apply basic offensive/defensive strategies (e.g., screening, movement away from the ball) in physical activities and games in small and large groups	Students apply basic offensive/defensive strategies in physical activities and games in large groups with few, if any, errors.	Students consistently apply basic offensive/defensive strategies in physical activities and games in large groups.	Students inconsistently apply basic offensive/defensive strategies in physical activities and games in large groups.	Students rarely apply basic offensive/defensive strategies in physical activities and games in large groups.
IMPROVING PERFORMANCE				
5.2.2 Apply concepts (e.g., appropriate practice improves performance) that impact quality of movement	Students apply concepts that impact the quality of movement with few, if any, errors.	Students consistently apply concepts that impact the quality of movement.	Students inconsistently apply concepts that impact the quality of movement.	Students rarely apply concepts that impact the quality of movement.
5.2.3 Apply teacher and peer feedback to improve motor performance	Students apply teacher and peer feedback to improve motor performance with few, if any, errors.	Students consistently apply teacher and peer feedback to improve motor performance.	Students inconsistently apply teacher and peer feedback to improve motor performance.	Students rarely apply teacher and peer feedback to improve motor performance.
Grade 6				
MOVEMENT CONCEPTS				
<i>No benchmark expectations at this level</i>				
IMPROVING PERFORMANCE				
6.2.1 Provide feedback (e.g., verbal, nonverbal, and constructive) to others on a variety of motor skills to improve motor performance	Students provide insightful feedback to others on a variety of motor skills to improve motor performance.	Students provide relevant feedback to others on a variety of motor skills to improve motor performance.	Students provide superficial feedback to others on a variety of motor skills to improve motor performance.	Students provide irrelevant feedback to others on a variety of motor skills to improve motor performance.

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 7				
MOVEMENT CONCEPTS <i>No benchmark expectations at this level</i>				
IMPROVING PERFORMANCE				
7.2.1 Apply the principles of training and conditioning (e.g., using target heart rate zone to monitor intensity, warm up and cool down) to various activities	Students apply the principles of training and conditioning to various activities with few, if any, lapses.	Students consistently apply the principles of training and conditioning to various activities.	Students inconsistently apply the principles of training and conditioning to various activities.	Students rarely apply the principles of training and conditioning to various activities.
7.2.2 Identify the components of skill-related fitness (i.e., agility, balance, coordination, power, speed, reaction time)	Students identify the components of skill-related fitness with few, if any, errors.	Students identify the components of skill-related fitness with no significant errors.	Students identify the components of skill-related fitness with limited significant errors.	Students identify the components of skill-related fitness with many significant errors.
Grade 8				
MOVEMENT CONCEPTS				
8.2.1 Apply offensive and defensive strategies (e.g., home base, ready position, strategies for singles vs. doubles) in a variety of modified team and individual sports	Students apply offensive and defensive strategies in a variety of modified team and individual sports with few, if any, errors.	Students consistently apply offensive and defensive strategies in a variety of modified team and individual sports.	Students inconsistently apply offensive and defensive strategies in a variety of modified team and individual sports.	Students rarely apply offensive and defensive strategies in a variety of modified team and individual sports.
8.2.2 Identify biomechanical concepts (e.g., range of motion, angle of contact, leverage, force, speed, center of gravity) that govern different types of movement	Students identify an extensive variety of biomechanical concepts that govern different types of movement.	Students identify a representative variety of biomechanical concepts that govern different types of movement.	Students identify a limited variety of biomechanical concepts that govern different types of movement.	Students identify an insufficient variety of biomechanical concepts that govern different types of movement.

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>IMPROVING PERFORMANCE</p> <p><i>No benchmark expectations at this level</i></p>				
Grade 9				
MOVEMENT CONCEPTS				
9.2.1 Explain intermediate biomechanical concepts that govern different types of movement (e.g., how friction of different surfaces affects movement, how angle of launch affects trajectory and distance of a throw)	Students explain with substantial detail intermediate biomechanical concepts that govern different types of movement.	Students explain with sufficient detail intermediate biomechanical concepts that govern different types of movement.	Students explain with sketchy detail intermediate biomechanical concepts that govern different types of movement.	Students explain with minimal detail-intermediate biomechanical concepts that govern different types of movement.
9.2.2 Apply intermediate biomechanical concepts that govern different types of movement (e.g., running on various surfaces, releasing a thrown object at different angles)	Students apply intermediate biomechanical concepts that govern different types of movement with few, if any, errors.	Students consistently apply intermediate biomechanical concepts that govern different types of movement.	Students inconsistently apply intermediate biomechanical concepts that govern different types of movement.	Students rarely apply intermediate biomechanical concepts that govern different types of movement.
IMPROVING PERFORMANCE				
9.2.3 Explain the skill-related components (i.e., agility, power, balance, coordination, reaction time, speed) that govern achievement, maintenance, and improvement of motor skills	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with substantial detail.	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with sufficient detail.	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with sketchy detail.	Students explain the skill-related components that govern achievement, maintenance, and improvement of motor skills with little or no detail.
9.2.4 Explain the psychological principles (e.g., positive self-talk, visualization, relaxation) that govern achievement, maintenance, and improvement of motor skills	Students explain the psychological principles that govern achievement, maintenance, and improvement of motor skills with substantial detail.	Students explain the psychological principles that govern achievement, maintenance, and improvement of motor skills with sufficient detail.	Students explain the psychological principles that govern achievement, maintenance, and improvement of motor skills with sketchy detail.	Students explain detail the psychological principles that govern achievement, maintenance, and improvement of motor skills with little or no detail.

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 10				
MOVEMENT CONCEPTS				
10.2.1 Explain advanced biomechanical concepts that govern different types of movement (e.g., how friction of different footwear and surfaces affects movement, how wind affects trajectory and distance of a thrown object)	Students explain with substantial detail advanced biomechanical concepts that govern different types of movement.	Students explain with sufficient detail advanced biomechanical concepts that govern different types of movement.	Students explain with sketchy detail advanced biomechanical concepts that govern different types of movement.	Students explain with minimal detail advanced biomechanical concepts that govern different types of movement.
10.2.2 Apply advanced biomechanical concepts that govern different types of movement (e.g., running with different footwear on various surfaces, releasing a thrown object into and with the wind at different angles)	Students apply advanced biomechanical concepts that govern different types of movement with few, if any, errors.	Students consistently apply advanced biomechanical concepts that govern different types of movement.	Students inconsistently apply advanced biomechanical concepts that govern different types of movement.	Students rarely apply advanced biomechanical concepts that govern different types of movement.
IMPROVING PERFORMANCE				
10.2.3 Apply the skill-related components (i.e., agility, power, balance, coordination, reaction time, speed) that govern achievement, maintenance, and improvement of motor skills	Students apply the skill-related components that govern achievement, maintenance, and improvement of motor skills with few, if any, lapses.	Students consistently apply the skill-related components that govern achievement, maintenance, and improvement of motor skills.	Students inconsistently apply the skill-related components that govern achievement, maintenance, and improvement of motor skills.	Students rarely apply the skill-related components that govern achievement, maintenance, and improvement of motor skills.
10.2.4 Analyze movement patterns (e.g., golf swing, basketball free throw, dance) to improve performance	Students analyze an extensive variety of movement patterns to improve performance.	Students analyze a representative variety of movement patterns to improve performance.	Students analyze a limited variety of movement patterns to improve performance.	Students analyze an insufficient variety of movement patterns to improve performance.
10.2.5 Apply the psychological principles (e.g., positive self-talk, visualization, relaxation) that govern achievement, maintenance, and improvement of motor skills	Students apply the psychological principles that govern achievement, maintenance, and improvement of motor skills with few, if any, lapses.	Students consistently apply the psychological principles that govern achievement, maintenance, and improvement of motor skills.	Students inconsistently apply the psychological principles that govern achievement, maintenance, and improvement of motor skills.	Students rarely apply the psychological principles that govern achievement, maintenance, and improvement of motor skills.

Standard 2: Students understand and apply movement concepts, principles, strategies, and tactics to learn and perform physical activities.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grades 11–12				
MOVEMENT CONCEPTS				
11–12.2.1 Explain how complex biomechanical concepts govern different types of movement (e.g., factors that affect the distance of a thrown object)	Students explain with substantial detail how complex biomechanical concepts govern different types of movement.	Students explain with sufficient detail how complex biomechanical concepts govern different types of movement.	Students explain with sketchy detail how complex biomechanical concepts govern different types of movement.	Students explain with minimal detail how complex biomechanical concepts govern different types of movement.
11–12.2.2 Apply complex biomechanical concepts that govern different types of movement (e.g., throwing an object while running to avoid an obstacle)	Students apply complex biomechanical concepts that govern different types of movement with ease.	Students apply complex biomechanical concepts that govern different types of movement with minimal difficulty.	Students apply complex biomechanical concepts that govern different types of movement with difficulty.	Students apply complex biomechanical concepts that govern different types of movement with little or no success.
IMPROVING PERFORMANCE				
11–12.2.3 Analyze the psychological principles (e.g., stress, anger, visualization, self image) that affect physical activities	Students analyze psychological principles that affect physical activities with substantial detail.	Students analyze psychological principles that affect physical activities with sufficient detail.	Students analyze psychological principles that affect physical activities with sketchy detail.	Students analyze psychological principles that affect physical activities with little or no-detail.

Standard 3: Physical Activity

Standard 3: Students participate in regular physical activity.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
BENEFITS OF PHYSICAL ACTIVITY				
K.3.1 Identify the basic health benefits of regular physical activity (e.g., feel better, have more energy, get stronger, live longer)	Students identify an extensive variety of basic health benefits of regular physical activity.	Students identify a representative variety of basic health benefits of regular physical activity.	Students identify a limited variety of basic health benefits of regular physical activity.	Students identify an insufficient variety of basic health benefits of regular physical activity.
PARTICIPATES IN PHYSICAL ACTIVITY				
K.3.2 Participate in moderate to vigorous physical activity (e.g., playing hard, running) before and after school, during recess, and during the school day	Students participate in moderate to vigorous physical activity before and after school, during recess, and during the school day with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students inconsistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students rarely participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.
Grade 1				
BENEFITS OF PHYSICAL ACTIVITY				
1.3.1 Identify the health benefits of regular physical activity (e.g., strong heart, strong muscles, good flexibility)	Students identify an extensive variety of health benefits of regular physical activity.	Students identify a representative variety of health benefits of regular physical activity.	Students identify a limited variety of health benefits of regular physical activity.	Students identify an insufficient variety of health benefits of regular physical activity.
PARTICIPATES IN PHYSICAL ACTIVITY				
1.3.2 Participate in moderate to vigorous physical activity (e.g., be active with family members and friends) before and after school, during recess, and during the school day	Students participate in moderate to vigorous physical activity before and after school, during recess, and during the school day with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students inconsistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students rarely participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.

Standard 3: Students participate in regular physical activity.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
BENEFITS OF PHYSICAL ACTIVITY				
2.3.1 Describe the health benefits of regular physical activity (e.g., exercising muscles makes them stronger)	Students describe an extensive variety of health benefits of regular physical activity.	Students describe a representative variety of health benefits of regular physical activity.	Students describe a limited variety of health benefits of regular physical activity.	Students describe an insufficient variety of health benefits of regular physical activity.
PARTICIPATES IN PHYSICAL ACTIVITY				
2.3.2 Participate in moderate to vigorous physical activity (e.g., riding bike, running and playing outside) before and after school, during recess, and during school day	Students participate in moderate to vigorous physical activity before and after school, during recess, and during the school day with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students inconsistently participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.	Students rarely participate in moderate to vigorous physical activity before and after school, during recess, and during the school day.
Grade 3				
BENEFITS OF PHYSICAL ACTIVITY				
3.3.1 Compare the types of physical activities that enhance health (e.g., bowling compared to cross country skiing, aerobic compared to leisure)	Students compare an extensive variety of physical activities that enhance health.	Students compare a representative variety of physical activities that enhance health.	Students compare a limited variety of physical activities that enhance health.	Students compare an insufficient variety of physical activities that enhance health.
3.3.2 Identify the benefits of flexibility (e.g., increased range of motion)	Students identify an extensive variety of benefits of flexibility.	Students identify a representative variety of benefits of flexibility.	Students identify a limited variety of benefits of flexibility.	Students identify an insufficient variety of benefits of flexibility.
PARTICIPATES IN PHYSICAL ACTIVITY				
3.3.3 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)	Students participate in moderate to vigorous physical activity with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity.	Students inconsistently participate in moderate to vigorous physical activity.	Students rarely participate in moderate to vigorous physical activity.

Standard 3: Students participate in regular physical activity.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 4				
BENEFITS OF PHYSICAL ACTIVITY				
4.3.1 Identify the benefits of cardio respiratory endurance (e.g., stronger heart, lower resting heart rate, quicker recovery)	Students identify an extensive variety of benefits of cardiovascular endurance.	Students identify a representative variety of benefits of cardiovascular endurance.	Students identify a limited variety of benefits of cardiovascular endurance.	Students identify an insufficient variety of benefits of cardiovascular endurance.
PARTICIPATES IN PHYSICAL ACTIVITY				
4.3.2 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)	Students participate in moderate to vigorous physical activity with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity.	Students inconsistently participate in moderate to vigorous physical activity.	Students rarely participate in moderate to vigorous physical activity.
Grade 5				
BENEFITS OF PHYSICAL ACTIVITY				
5.3.1 Identify health benefits associated with muscular strength and endurance (e.g., increase stamina, increase power)	Students identify an extensive variety of health benefits associated with muscular strength and endurance.	Students identify a representative variety of health benefits associated with muscular strength and endurance.	Students identify a limited variety of health benefits associated with muscular strength and endurance.	Students identify an insufficient variety of health benefits associated with muscular strength and endurance.
PARTICIPATES IN PHYSICAL ACTIVITY				
5.3.2 Participate in moderate to vigorous physical activity (e.g., free play, play with peers, organized activity)	Students participate in moderate to vigorous physical activity with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity.	Students inconsistently participate in moderate to vigorous physical activity.	Students rarely participate in moderate to vigorous physical activity.
Grade 6				
BENEFITS OF PHYSICAL ACTIVITY				
6.3.1 Identify health benefits (e.g., disease prevention) and risks (e.g., obesity) associated with the effect of physical activity on body composition	Students identify an extensive variety of health benefits and risks associated with the effect of physical activity on body composition.	Students identify a representative variety of health benefits and risks associated with the effect of physical activity on body composition.	Students identify a limited variety of health benefits and risks associated with the effect of physical activity on body composition.	Students identify an insufficient variety of health benefits and risks associated with the effect of physical activity on body composition.

Standard 3: Students participate in regular physical activity.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
PARTICIPATES IN PHYSICAL ACTIVITY 6.3.2 Participate regularly in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside school activity)	Students participate in moderate to vigorous physical activity with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity.	Students inconsistently participate in moderate to vigorous physical activity.	Students rarely participate in moderate to vigorous physical activity.
OPPORTUNITIES FOR PHYSICAL ACTIVITY 6.3.3 Identify opportunities for physical activity within the school setting (e.g., intramural and interscholastic sports)	Students identify an extensive variety of opportunities for physical activity within the school setting.	Students identify a representative variety of opportunities for physical activity within the school setting.	Students identify a limited variety of opportunities for physical activity within the school setting.	Students identify an insufficient variety of opportunities for physical activity within the school setting.
Grade 7				
BENEFITS OF PHYSICAL ACTIVITY 7.3.1 Identify relationships between physical activity and effects on the body (e.g., reduce stress, social interaction, increased energy)	Students identify with substantial-detail the relationships between physical activity and the effects on the body.	Students identify with sufficient detail the relationships between physical activity and the effects on the body.	Students identify with sketchy detail the relationships between physical activity and the effects on the body.	Students identify with minimal detail the relationships between physical activity and the effects on the body.
PARTICIPATES IN PHYSICAL ACTIVITY 7.3.2 Participate in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside school activity)	Students participate in moderate to vigorous physical activity with few, if any, lapses.	Students consistently participate in moderate to vigorous physical activity.	Students inconsistently participate in moderate to vigorous physical activity.	Students rarely participate in moderate to vigorous physical activity.
OPPORTUNITIES FOR PHYSICAL ACTIVITY 7.3.3 Identify opportunities for physical activity in the community (e.g., sports, parks and recreation leagues, health clubs, walking and biking paths)	Students identify an extensive variety of opportunities for physical activities in the community.	Students identify a representative variety of opportunities for physical activities in the community.	Students identify a limited variety of opportunities for physical activities in the community.	Students identify an insufficient variety of opportunities for physical activities in the community.

Standard 3: Students participate in regular physical activity.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 8				
BENEFITS OF PHYSICAL ACTIVITY				
8.3.1 Explain the long-term physiological benefits (e.g., increased energy, improved health related fitness, disease prevention) of physical activity	Students explain the long-term physiological benefits of physical activity with substantial detail.	Students explain the long-term physiological benefits of physical activity with sufficient detail.	Students explain the long-term physiological benefits of physical activity with sketchy detail.	Students explain the long-term physiological benefits of physical activity with little or no detail.
PARTICIPATES IN PHYSICAL ACTIVITY				
8.3.2 Participate in moderate to vigorous physical activity (e.g., during school day, before and after school, organized outside of school activity)	Students participate in moderate to vigorous physical activity with few, if any lapses.	Students consistently participate in moderate to vigorous physical activity.	Students inconsistently participate in moderate to vigorous physical activity.	Students rarely participate in moderate to vigorous physical activity.
OPPORTUNITIES FOR PHYSICAL ACTIVITY <i>No benchmark expectations at this level</i>				
Grade 9				
BENEFITS OF PHYSICAL ACTIVITY				
9.3.1 Explain the long-term psychological (e.g., healthy self-image, improved confidence, stress reduction) benefits of physical activity	Students explain the long-term psychological benefits of physical activity with substantial detail.	Students explain the long-term psychological benefits of physical activity with sufficient detail.	Students explain the long-term psychological benefits of physical activity with sketchy detail.	Students explain the long-term psychological benefits of physical activity with little or no detail.
PARTICIPATES IN PHYSICAL ACTIVITY				
9.3.2 Participate in moderate to vigorous physical activity (e.g., during the school day, before and after school, organized outside school activity)	Students almost participate in moderate to vigorous physical activity with few, if any lapses.	Students consistently participate in moderate to vigorous physical activity.	Students inconsistently participate in moderate to vigorous physical activity.	Students rarely participate in moderate to vigorous physical activity.

Standard 3: Students participate in regular physical activity.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>9.3.3 Evaluate personal participation in physical activity in and out of school using various methods of documentation (e.g., physical activity log, pedometer steps)</p>	Students provide a substantive evaluation of their personal participation in physical activity in and out of school using various methods of documentation.	Students provide a relevant evaluation of their personal participation in physical activity in and out of school using various methods of documentation.	Students provide a superficial evaluation of their personal participation in physical activity in and out of school using various methods of documentation.	Students provide an irrelevant evaluation of their personal participation in physical activity in and out of school using various methods of documentation.
<p>OPPORTUNITIES FOR PHYSICAL ACTIVITY</p> <p>9.3.4 Explain a variety of factors (e.g., cost of activity, available facilities, required equipment, required time, physical limitations) that impact participation in physical activity.</p>	Students explain an extensive variety of factors that impact participation in physical activity.	Students explain a representative variety of factors that impact participation in physical activity.	Students explain a limited variety of factors that impact participation in physical activity.	Students explain an insufficient variety of factors that impact participation in physical activity.
Grade 10				
<p>BENEFITS OF PHYSICAL ACTIVITY</p> <p>10.3.1 Analyze long-term physiological benefits (e.g., weight management, blood pressure regulation) of regular participation in physical activity</p>	Students analyze physiological benefits of regular participation in physical activity with substantial detail.	Students analyze long-term physiological benefits of regular participation in physical activity with sufficient detail.	Students analyze long-term physiological benefits of regular participation in physical activity with sketchy detail.	Students analyze long-term physiological benefits of regular participation in physical activity with little or no detail.
<p>PARTICIPATES IN PHYSICAL ACTIVITY</p> <p>10.3.2 Participate in student-initiated physical activity both in and out of school (e.g., intramural and interscholastic sports, parks and recreation leagues, health clubs, walking and biking)</p>	Students participate in student-initiated physical activity both in and out of school with few, if any lapses.	Students consistently participate in student-initiated physical activity both in and out of school.	Students inconsistently participate in student-initiated physical activity both in and out of school.	Students rarely participate in student-initiated physical activity both in and out of school.
<p>OPPORTUNITIES FOR PHYSICAL ACTIVITY</p> <p><i>No benchmarks expectations at this level</i></p>				

Standard 3: Students participate in regular physical activity.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grades 11–12				
BENEFITS OF PHYSICAL ACTIVITY				
11–12.3.1 Evaluate lifelong outcomes (e.g., life expectancy, healthcare costs, disease prevention) of regular participation in physical activities	Students provide an insightful evaluation of lifelong outcomes of regular participation in physical activities.	Students provide a relevant evaluation of lifelong outcomes of regular participation in physical activities.	Students provide a sketchy evaluation of lifelong outcomes of regular participation in physical activities.	Students provide an irrelevant evaluation of lifelong outcomes of regular participation in physical activities.
PARTICIPATES IN PHYSICAL ACTIVITY				
11–12.3.2 Implement a personal physical activity program based on a personal health and physical assessment	Students implement a comprehensive personal physical activity program.	Students implement a relevant personal physical activity program.	Students implement a mediocre personal physical activity program.	Students implement an irrelevant personal physical activity program.
OPPORTUNITIES FOR PHYSICAL ACTIVITY				
11–12.3.3 Describe how factors (e.g., age, gender, cultural background, socioeconomic status) affect physical activity choices and physical activity patterns throughout one's life.	Students describe how factors affect physical activity choices and physical activity patterns throughout one's life with substantial detail.	Students describe how factors affect physical activity choices physical activity patterns throughout one's life with sufficient detail.	Students describe how factors affect physical activity choices and physical activity patterns throughout one's life with sketchy detail.	Students describe how factors affect physical activity choices and physical activity patterns throughout one's life with little or no detail.

Standard 4: Fitness Concepts

Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
K.4.1 Identify the body's response to physical activity (e.g., red face, sweating, increased thirst, increased breathing)				
Grade 1				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
1.4.1 Identify activities that develop flexibility (e.g., stretching toward the toes while in the sit-and-reach position, moving joints through full range of motion)				
Grade 2				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
2.4.1 Explain ways the body responds to physical activity (e.g., sweating, increased heart rate, increased breathing)				
2.4.2 Demonstrate activities that develop muscular strength and endurance (e.g., climbing, weight bearing)	Students demonstrate activities that develop muscular strength and endurance with few, if any, errors.	Students consistently demonstrate activities that develop muscular strength and endurance.	Students inconsistently demonstrate activities that develop muscular strength and endurance.	Students rarely demonstrate activities that develop muscular strength and endurance.

Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 3				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
3.4.1 Describe immediate physiological responses to various flexibility activities (e.g., greater range of motion, discomfort with unsafe stretches)	Students describe with substantial detail the immediate physiological responses to various flexibility activities.	Students describe with sufficient detail the immediate physiological responses to various flexibility activities.	Students describe with sketchy detail the immediate physiological responses to various flexibility activities.	Students describe with minimal detail the immediate physiological responses to various flexibility activities.
Grade 4				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
4.4.1 Identify immediate and long term physiological responses (e.g., shortness of breath, increased heart rate, burning calories) to various cardio respiratory activities	Students identify an extensive variety of immediate and long term physiological responses to cardio respiratory activities.	Students identify a variety of immediate and long term physiological responses to cardio respiratory activities.	Students identify a limited variety of immediate and long term physiological responses to cardio respiratory activities.	Students identify very few immediate and long term physiological responses to cardio respiratory activities.
FITNESS RELATED COMPONENTS AND GOALS				
4.4.2 Identify strengths and areas of need based upon fitness assessments (e.g., compare criterion-reference standards to personal performance)	Students identify their strengths and areas of need based upon fitness assessments with few, if any, lapses.	Students consistently identify their strengths and areas of need based upon fitness assessments.	Students inconsistently identify their strengths and areas of need based upon fitness assessments.	Students rarely identify their strengths and areas of need based upon fitness assessments.
4.4.3 Identify the health related components of fitness (i.e., cardio respiratory endurance, flexibility, body composition, muscular strength and endurance)	Students identify the health related components of fitness with few, if any, errors.	Students identify the health related components of fitness with no significant errors.	Students identify the health related components of fitness with limited significant errors.	Students identify the health related components of fitness with many significant errors.
Grade 5				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
5.4.1 Identify immediate physiological responses to muscular strength and endurance activities (e.g., muscular fatigue, muscular discomfort)	Students identify an extensive variety of immediate physiological responses to muscular strength and endurance activities.	Students identify a representative variety of immediate physiological responses to muscular strength and endurance activities.	Students identify a limited variety of immediate physiological responses to muscular strength and endurance activities.	Students identify an insufficient variety of immediate physiological responses to muscular strength and endurance activities.

Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
FITNESS RELATED COMPONENTS AND GOALS				
5.4.2 Apply fitness assessments to set a fitness goal (e.g., show improvement in one or more health related components of fitness)	Students apply fitness assessments to set a fitness goal with few, if any, errors.	Students apply fitness assessments to set a fitness goal with no significant errors.	Students apply fitness assessments to set a fitness goal with limited significant errors.	Students apply fitness assessments to set a fitness goal with many significant errors.
5.4.3 Describe the relationship between regular participation in physical activity and physical fitness (e.g., how different levels of activity can affect physical fitness, using the Fitness Education Pyramid)	Students describe the relationship between regular participation in physical activity and physical fitness with substantial detail.	Students describe the relationship between regular participation in physical activity and physical fitness with sufficient detail.	Students describe the relationship between regular participation in physical activity and physical fitness with sketchy detail.	Students describe the relationship between regular participation in physical activity and physical fitness with little or no detail.
Grade 6				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
6.4.1 Demonstrate ways to monitor the body's response to physical activity (e.g., checking pulse with fingers, using a heart rate monitor)	Students demonstrate ways to monitor the body's response to physical activity with few, if any, errors.	Students consistently demonstrate ways to monitor the body's response to physical activity.	Students inconsistently demonstrate ways to monitor the body's response to physical activity.	Students rarely demonstrate ways to monitor the body's response to physical activity.
FITNESS-RELATED COMPONENTS AND GOALS				
6.4.2 Set goals related to personal fitness assessments (e.g., use the results of fitness assessment to set specific goals, such as increasing the number of sit-ups completed in one minute)	Students set comprehensive goals related to their personal fitness.	Students set relevant goals related to their personal fitness.	Students set superficial goals related to their personal fitness.	Students set irrelevant goals related to their personal fitness.
6.4.3 Identify physical activities (e.g., swimming, jogging for cardio respiratory fitness) for the development and maintenance of each component of health-related fitness	Students identify physical activities for the development and maintenance of each component of health-related fitness with few, if any, errors.	Students identify physical activities for the development and maintenance of each component of health-related fitness with no significant errors.	Students identify physical activities for the development and maintenance of each component of health-related fitness with limited significant errors.	Students identify physical activities for the development and maintenance of each component of health-related fitness with many significant errors.

Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 7				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
7.4.1 Analyze the body's physiological response to various types of exercise or activity (e.g., maintaining target heart rate zone in a variety of activities)	Students analyze the body's physiological response to various types of exercise or activity with few, if any, errors.	Students analyze the body's physiological response to various types of exercise or activity with no significant errors.	Students analyze the body's physiological response to various types of exercise or activity with limited significant errors.	Students analyze the body's physiological response to various types of exercise or activity with many significant errors.
FITNESS-RELATED COMPONENTS AND GOALS				
7.4.2 Identify physical activities that enhance each component of health-related fitness (e.g., swimming and jogging for cardio respiratory fitness)	Students identify physical activities that enhance each of the components of health-related fitness with few, if any, errors.	Students identify physical activities that enhance each of the components of health-related fitness with no significant errors.	Students identify physical activities that enhance each of the components of health-related fitness with limited significant errors.	Students identify physical activities that enhance each of the components of health-related fitness with many significant errors.
Grade 8				
PHYSIOLOGICAL RESPONSE TO PHYSICAL ACTIVITY				
8.4.1 Analyze the body's physiological response to caloric consumption and expenditure	Students analyze the body's physiological response to caloric consumption and expenditure with few, if any, errors.	Students analyze the body's physiological response to caloric consumption and expenditure with no significant errors.	Students analyze the body's physiological response to caloric consumption and expenditure with limited significant errors.	Students analyze the body's physiological response to caloric consumption and expenditure with many significant errors.
FITNESS-RELATED COMPONENTS AND GOALS				
8.4.2 Interpret the results of a physical fitness assessment to establish personal fitness goals	Students interpret the results of a physical fitness assessment to establish personal fitness goals with few, if any, errors.	Students interpret the results of a physical fitness assessment to establish personal fitness goals with no significant errors.	Students interpret the results of a physical fitness assessment to establish personal fitness goals with limited significant errors.	Students interpret the results of a physical fitness assessment to establish personal fitness goals with many significant errors.

Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 9				
FITNESS-RELATED COMPONENTS AND GOALS				
9.4.1 Explain the physiological principles (e.g., overload, progression, specificity, FITT) that govern achievement and maintenance of health-related fitness goals	Students explain with substantial detail the physiological principles that govern achievement and maintenance of health-related goals.	Students explain with sufficient detail the physiological principles that govern achievement and maintenance of health-related goals.	Students explain with sketchy detail the physiological principles that govern achievement and maintenance of health-related goals.	Students explain with minimal detail the physiological principles that govern achievement and maintenance of health-related goals.
ASSESSMENT OF PHYSICAL FITNESS				
9.4.2 Interpret recorded health-related physical fitness data for maintaining or improving levels of fitness	Students interpret recorded health-related physical fitness data for maintaining or improving levels of fitness with few, if any, errors.	Students interpret recorded health-related physical fitness data for maintaining or improving levels of fitness with no significant errors.	Students interpret recorded health-related physical fitness data for maintaining or improving levels of fitness with limited significant errors.	Students interpret recorded health-related physical fitness data for maintaining or improving levels of fitness with many significant errors.
LIFE-LONG HEALTH				
9.4.3 Describe a physically active lifestyle across a lifespan (e.g., active lifestyle timeline, survey a relative about activity habits)	Students describe a physically active lifestyle across a lifespan with substantial detail.	Students describe a physically active lifestyle across a lifespan with sufficient detail.	Students describe a physically active lifestyle across a lifespan with sketchy detail.	Students describe a physically active lifestyle across a lifespan with little or no detail.
ACHIEVING PHYSICAL FITNESS				
9.4.4 Compare physical fitness activities for their health enhancing potential and benefits	Students compare physical fitness activities for their health enhancing potential and benefits with substantial detail.	Students compare physical fitness activities for their health enhancing potential and benefits with sufficient detail.	Students compare physical fitness activities for their health enhancing potential and benefits with sketchy detail.	Students compare physical fitness activities for their health enhancing potential and benefits with little or no detail.
MAINTENANCE OF PHYSICAL FITNESS				
9.4.5 Adjust activity levels to meet personal fitness needs (e.g., monitor target heart rate or rate of perceived exertion and adjust level of intensity as appropriate)	Students adjust activity levels to meet personal fitness needs with few, if any, errors.	Students consistently adjust activity levels to meet personal fitness needs.	Students inconsistently adjust activity levels to meet personal fitness needs.	Students rarely adjust activity levels to meet personal fitness needs.

Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 10				
FITNESS-RELATED COMPONENTS AND GOALS				
10.4.1 Apply the physiological principles (e.g., overload, progression, specificity, FITT) that govern achievement and maintenance of personal health-related fitness goals	Students apply the physiological principles that govern achievement and maintenance of personal health-related fitness goals with few, if any, errors.	Students consistently apply the physiological principles that govern achievement and maintenance of personal health-related fitness goals.	Students inconsistently apply the physiological principles that govern achievement and maintenance of personal health-related fitness goals.	Students rarely apply the physiological principles that govern achievement and maintenance of personal health-related fitness goals.
ASSESSMENT OF PHYSICAL FITNESS				
10.4.2 Analyze personal fitness data and compare scores to physiological changes over time (e.g., height, weight, age)	Students analyze with substantial detail personal fitness data and compare scores to physiological changes over time.	Students analyze with sufficient detail personal fitness data and compare scores to physiological changes over time.	Students analyze with sketchy detail personal fitness data and compare scores to physiological changes over time.	Students analyze with minimal detail personal fitness data and compare scores to physiological changes over time.
LIFE-LONG HEALTH				
10.4.3 Analyze the relationship between daily lifestyle choices and lifelong health (e.g., body composition-diabetes, heart disease-CPR/ First Aid training; muscle strength-low back pain, proper nutritional practices, drug awareness)	Students analyze with substantial detail the relationship between daily lifestyle choices and lifelong health.	Students analyze with sufficient detail the relationship between daily lifestyle choices and lifelong health.	Students analyze with sketchy detail the relationship between daily lifestyle choices and lifelong health.	Students analyze with minimal detail the relationship between daily lifestyle choices and lifelong health.
ACHIEVING PHYSICAL FITNESS				
10.4.4 Analyze various methods (e.g., personal logs, data collection, self assessments) for monitoring activity levels to meet personal physical fitness needs (e.g., gaining weight, losing weight, increasing flexibility)	Students analyze various methods for monitoring activity levels to meet personal physical fitness needs with substantial detail.	Students analyze strategies to monitor activity levels to meet personal physical fitness needs with sufficient detail.	Students analyze strategies to monitor activity levels to meet personal physical fitness needs with sketchy detail.	Students analyze strategies to monitor activity levels to meet personal physical fitness needs with minimal detail.

Standard 4: Students understand and apply fitness concepts to achieve and maintain a health-enhancing level of physical fitness.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
MAINTENANCE OF PHYSICAL FITNESS 10.4.5 Apply strategies to monitor and adjust activity levels to meet personal fitness needs (e.g., monitor target heart rate or rate of perceived exertion and adjust level of intensity as appropriate)	Students apply strategies to monitor and adjust activity levels to meet personal fitness needs with few, if any, errors.	Students consistently apply strategies to monitor and adjust activity levels to meet personal fitness needs.	Students inconsistently apply strategies to monitor and adjust activity levels to meet personal fitness needs.	Students rarely apply strategies to monitor and adjust activity levels to meet personal fitness needs.
Grades 11–12				
FITNESS-RELATED COMPONENTS AND GOALS 11–12.4.1 Design a personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training (e.g., overload, progression, specificity, FITT)	Students design a comprehensive personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training.	Students design a relevant personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training.	Students design a mediocre personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training.	Students design an irrelevant personal fitness program based on the results of a physical fitness assessment, incorporating the physiological principles of training.
ASSESSMENT OF PHYSICAL FITNESS 11–12.4.2 Evaluate personal health-related components of physical fitness (e.g., Pacer, Modified Sit & Reach, Harvard Step Test)	Students provide an insightful evaluation of personal health-related components of physical fitness.	Students provide a relevant evaluation of personal health-related components of physical fitness.	Students provide a sketchy evaluation of personal health-related components of physical fitness.	Students provide an irrelevant evaluation of personal health-related components of physical fitness.
LIFE-LONG HEALTH 11–12.4.3 Describe opportunities for physical activities (e.g., fitness centers, golf courses, ski resorts, health fairs) and educational resources (e.g., dining nutritional guidelines, health brochures) available for maintaining a healthy and active lifestyle throughout adulthood	Students describe opportunities for physical activities and educational resources available for maintaining a healthy and active lifestyle throughout adulthood with substantial detail.	Students describe opportunities for physical activities and educational resources available for maintaining a healthy and active lifestyle throughout adulthood with sufficient detail.	Students describe opportunities for physical activities and educational resources available for maintaining a healthy and active lifestyle throughout adulthood with minimal detail.	Students describe opportunities for physical activities and educational resources available for maintaining a healthy and active lifestyle throughout adulthood with little or no detail.

Standard 5: Behavior in Physical Activity

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Kindergarten				
PROCEDURES AND PERSONAL RESPONSIBILITY				
K.5.1 Apply rules and procedures, (e.g., safety, equipment, directions) with teacher reinforcement, during physical activities	Students apply rules and procedures, with teacher reinforcement, during physical activities with few, if any, errors.	Students consistently apply rules and procedures, with teacher reinforcement, during physical activities.	Students inconsistently apply rules and procedures, with teacher reinforcement, during physical activities.	Students rarely apply rules and procedures, with teacher reinforcement, during physical activities.
WORKING WITH OTHERS				
K.5.2 Identify examples of respect for self and others (e.g., sharing space and equipment) during physical activities	Students identify an extensive variety of examples of respect for self and others during physical activities.	Students identify a representative variety of examples of respect for self and others during physical activities.	Students identify a limited variety of examples of respect for self and others during physical activities.	Students identify an insufficient variety of examples of respect for self and others during physical activities.
Grade 1				
PROCEDURES AND PERSONAL RESPONSIBILITY				
1.5.1 Apply rules and procedures during physical activities (e.g., safety, equipment, directions)	Students apply rules and procedures during physical activities with few, if any, errors.	Students consistently apply rules and procedures during physical activities.	Students inconsistently apply rules and procedures during physical activities.	Students rarely apply rules and procedures during physical activities.
WORKING WITH OTHERS				
1.5.2 Demonstrate respect for self and others (e.g., share space and equipment with others, show good sportsmanship)	Students demonstrate respect for self and others with few, if any, lapses.	Students consistently demonstrate respect for self and others.	Students inconsistently demonstrate respect for self and others.	Students rarely demonstrate respect for self and others.

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 2				
PROCEDURES AND PERSONAL RESPONSIBILITY				
2.5.1 Identify reasons for rules and procedures during physical activities (e.g., safety, equipment, directions)	Students identify an extensive variety of reasons for rules and procedures during physical activities.	Students identify a variety of reasons for rules and procedures during physical activities.	Students identify a limited variety of reasons for rules and procedures during physical activities.	Students identify an insufficient variety of reasons for rules and procedures during physical activities.
WORKING WITH OTHERS				
2.5.2 Demonstrate respect for self and others (e.g., taking turns, sportsmanship, cooperation) during physical activities	Students demonstrate respect for self and others during physical activities with few, if any, lapses.	Students consistently demonstrate respect for self and others during physical activities.	Students inconsistently demonstrate respect for self and others during physical activities.	Students rarely demonstrate respect for self and others during physical activities.
Grade 3				
PROCEDURES AND PERSONAL RESPONSIBILITY				
3.5.1 Demonstrate responsibility for their safe use of shared space (i.e., spatial awareness)	Students demonstrate responsibility for their safe use of shared space with few, if any, lapses.	Students consistently demonstrate responsibility for their safe use of shared space.	Students inconsistently demonstrate responsibility for their safe use of shared space.	Students rarely demonstrate responsibility for their safe use of shared space.
WORKING WITH OTHERS				
3.5.2 Demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities	Students demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities with few, if any, lapses.	Students consistently demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities.	Students inconsistently demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities.	Students rarely demonstrate cooperation and respect to others, in pairs, to achieve a common goal during physical activities.
3.5.3 Identify appropriate communication skills (e.g., high five, compliment, non-threatening tone of voice) during physical education class	Students identify an extensive variety of appropriate communication skills during physical education class.	Students identify a representative variety of appropriate communication skills during physical education class.	Students identify a limited variety of appropriate communication skills in physical education class.	Students identify an insufficient variety of appropriate communication skills during physical education class.

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 4				
PROCEDURES AND PERSONAL RESPONSIBILITY				
4.5.1 Accept responsibility for their actions during physical activities	Students accept responsibility for their actions during physical activities with few, if any, lapses.	Students consistently accept responsibility for their actions during physical activities.	Students inconsistently accept responsibility for their actions during physical activities.	Students rarely accept responsibility for their actions during physical activities.
4.5.2 Respect self, others, and equipment	Students respect self, others, and equipment with few, if any, lapses.	Students consistently respect self, others, and equipment.	Students inconsistently respect self, others, and equipment.	Students rarely respect self, others, and equipment.
WORKING WITH OTHERS				
4.5.3 Demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities	Students demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities with few, if any, lapses.	Students consistently demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities.	Students inconsistently demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities.	Students rarely demonstrate cooperation and respect to others, in small groups, to achieve a common goal during physical activities.
4.5.4 Demonstrate appropriate communication skills, in pairs, during physical activities (e.g., listening to the needs of others, using appropriate tone of voice)	Students demonstrate appropriate communication skills, in pairs, during physical activities with few, if any, lapses.	Students consistently demonstrate appropriate communication skills, in pairs, during physical activities.	Students inconsistently demonstrate appropriate communication skills, in pairs, during physical activities.	Students rarely demonstrate appropriate communication skills, in pairs, during physical activities.
Grade 5				
PROCEDURES AND PERSONAL RESPONSIBILITY				
5.5.1 Accept responsibility for their actions during physical activities without displaying negative reactions toward others	Students accept responsibility for their actions during physical activities without displaying negative reactions toward others with few, if any, lapses.	Students consistently accept responsibility for their actions during physical activities without displaying negative reactions toward others.	Students inconsistently accept responsibility for their actions during physical activities without displaying negative reactions toward others.	Students rarely accept responsibility for their actions during physical activities without displaying negative reactions toward others.

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
5.5.2 Demonstrate the ability to work independently on task until completed	Students demonstrate the ability to work independently on task until completed with few, if any, lapses.	Students consistently demonstrate the ability to work independently on task until completed.	Students inconsistently demonstrate the ability to work independently on task until completed.	Students rarely demonstrate the ability to work independently on task until completed.
WORKING WITH OTHERS				
5.5.3 Demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities	Students demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities with few, if any, lapses.	Students consistently demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities.	Students inconsistently demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities.	Students rarely demonstrate cooperation and respect to others, in large groups, to achieve a common goal during physical activities.
5.5.4 Demonstrate appropriate communication skills during small group physical activities (e.g., listening to the needs of others, using appropriate tone of voice)	Students demonstrate appropriate communication skills during small group physical activities with few, if any, lapses.	Students consistently demonstrate appropriate communication skills during small group physical activities.	Students inconsistently demonstrate appropriate communication skills during small group physical activities.	Students rarely demonstrate appropriate communication skills during small group physical activities.
Grade 6				
PROCEDURES AND PERSONAL RESPONSIBILITY				
6.5.1 Use safety precautions and procedures (e.g., safety gear, appropriate use of equipment, spotting techniques) in physical activity settings	Students use safety precautions and procedures in physical activity settings with few, if any, lapses.	Students consistently use safety precautions and procedures in physical activity settings.	Students inconsistently use safety precautions and procedures in physical activity settings.	Students rarely use safety precautions and procedures in physical activity settings.
6.5.2 Explain the importance of rules, procedures, and etiquette in physical activities (e.g., safety, fairness, organization, inclusion)	Students explain the importance of rules, procedures, and etiquette in physical activities with substantial detail.	Students explain the importance of rules, procedures, and etiquette in physical activities with sufficient detail.	Students explain the importance of rules, procedures, and etiquette in physical activities with sketchy detail.	Students explain the importance of rules, procedures, and etiquette in physical activities with little or no detail.

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.

Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
WORKING WITH OTHERS 6.5.3 Demonstrate appropriate communication skills during large group physical activities (e.g., listening to the needs of others, using appropriate tone of voice)	Students demonstrate appropriate communication skills during large group physical activities with few, if any, lapses.	Students consistently demonstrate appropriate communication skills during large group physical activities.	Students inconsistently demonstrate appropriate communication skills during large group physical activities.	Students rarely demonstrate respect for others during large group physical activities.
Grade 7				
PROCEDURES AND PERSONAL RESPONSIBILITY 7.5.1 Demonstrate self-control (e.g., positive attitude, sportsmanship, etiquette) during physical activities				
WORKING WITH OTHERS 7.5.2 Demonstrate appropriate conflict resolution skills (e.g., using “I” messages, allowing the right to agree and disagree)	Students demonstrate appropriate conflict resolution skills with few, if any, lapses.	Students consistently demonstrate appropriate conflict resolution skills.	Students inconsistently demonstrate appropriate conflict resolution skills.	Students rarely demonstrate appropriate conflict resolution skills.
Grade 8				
PROCEDURES AND PERSONAL RESPONSIBILITY 8.5.1 Identify potentially dangerous consequences of participation in physical activities (e.g., physical injury, dehydration, overheating, overuse)				
WORKING WITH OTHERS 8.5.2 Demonstrate respect for others (regardless of gender, ability level, physical or mental challenges, ethnic background, and socioeconomic status) during physical activities	Students demonstrate respect for others during physical activity with few, if any, lapses.	Students consistently demonstrate respect for others during physical activity.	Students inconsistently demonstrate respect for others during physical activity.	Students rarely demonstrate respect for others during physical activity.

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
Grade 9				
PROCEDURES AND PERSONAL RESPONSIBILITY				
9.5.1 Explain the potential for physical injury (e.g., potential dangers of high sticking) and property/equipment damage (e.g., misuse of equipment) while participating in physical activities or sports	Students explain an extensive variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.	Students explain a representative variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.	Students explain a limited variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.	Students explain an insufficient variety of potential dangers for physical injury and property/equipment damage while participating in physical activities or sports.
9.5.2 Identify ethical decision-making, both independently and with others, in physical activity settings (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play)	Students identify an extensive variety of ethical decision-making, both independently and with others, in physical activity settings.	Students identify a representative variety of ethical decision-making, both independently and with others, in physical activity settings.	Students identify a limited variety of ethical decision-making, both independently and with others, in physical activity settings.	Students identify an insufficient variety of ethical decision-making, both independently and with others, in physical activity settings.
WORKING WITH OTHERS				
9.5.3 Explain appropriate behaviors (e.g., teamwork, tolerance, respect, compassion) while participating in group settings to achieve a common goal	Students explain an extensive variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students explain a representative variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students explain a limited variety of appropriate behaviors while participating in group settings to achieve a common goal.	Students explain an insufficient variety of appropriate behaviors while participating in group settings to achieve a common goal.
Grade 10				
PROCEDURES AND PERSONAL RESPONSIBILITY				
10.5.1 Explain procedures and safe practices for physical activity settings	Students explain procedures and safe practices for physical activity settings with substantial detail.	Students explain procedures and safe practices for physical activity settings with sufficient detail.	Students explain procedures and safe practices for physical activity settings with sketchy detail.	Students explain procedures and safe practices for physical activity settings with little or no detail.

Standard 5: Students exhibit responsible personal and social behavior in physical activity settings.				
Benchmark Expectations	ACHIEVEMENT DESCRIPTOR			
	ADVANCED PROFICIENT	PROFICIENT	PARTIALLY PROFICIENT	NOVICE
<p>10.5.2 Demonstrate ethical decision-making independently and with others in physical activity settings (e.g., respect for self and others, knowledge of rules, avoidance of inappropriate language, anger management, etiquette, fair play)</p> <p>WORKING WITH OTHERS</p> <p>10.5.3 Apply appropriate behaviors (e.g., teamwork, tolerance, respect, compassion) while participating in group settings to achieve a common goal</p>	<p>Students demonstrate ethical decision-making independently and with others in physical activity settings with few, if any, lapses.</p> <p>Students apply an extensive variety of appropriate behaviors while participating in group settings to achieve a common goal.</p>	<p>Students consistently demonstrate ethical decision-making independently and with others in physical activity settings.</p> <p>Students apply a representative variety of appropriate behaviors while participating in group settings to achieve a common goal.</p>	<p>Students inconsistently demonstrate ethical decision-making independently and with others in physical activity settings.</p> <p>Students apply a limited variety of appropriate behaviors while participating in group settings to achieve a common goal.</p>	<p>Students rarely demonstrate ethical decision-making independently and with others in physical activity settings.</p> <p>Students apply an insufficient variety of appropriate behaviors while participating in group settings to achieve a common goal.</p>
Grades 11–12				
PROCEDURES AND PERSONAL RESPONSIBILITY				
<p>11–12.5.1 Demonstrate procedures and safe practices in all physical activity settings</p> <p>11–12.5.2 Explain the impact of unethical decision making in physical activity settings (e.g., alterations, changing rules to level the playing field, suspensions)</p> <p>WORKING WITH OTHERS</p> <p>11–12.5.3 Apply roles (e.g., leader and follower) to accomplish group goals in self-directed physical activities</p>	<p>Students demonstrate procedures and safe practices in all physical activity settings with few, if any, lapses.</p> <p>Students explain the impact of unethical decision making in physical activity settings with substantial detail.</p> <p>Students apply roles to accomplish group goals in self-directed physical activities with few, if any, lapses.</p>	<p>Students consistently demonstrate procedures and safe practices in all physical activity settings.</p> <p>Students explain the impact of unethical decision making in physical activity settings with sufficient detail.</p> <p>Students consistently apply roles to accomplish group goals in self-directed physical activities.</p>	<p>Students inconsistently demonstrate procedures and safe practices in all physical activity settings.</p> <p>Students explain the impact of unethical decision making in physical activity settings with sketchy detail.</p> <p>Students inconsistently apply roles to accomplish group goals in self-directed physical activities.</p>	<p>Students rarely demonstrate procedures and safe practices in all physical activity settings.</p> <p>Students explain the impact of unethical decision making in physical activity settings with little or no detail.</p> <p>Students rarely apply roles to accomplish group goals in self-directed physical activities.</p>

Glossary

Activity Pyramid—A framework for describing a variety of physical activities that helps people learn about physical activity groups (e.g., moderate, vigorous).

Assessment—Process of gathering evidence about a student's level of achievement and making inferences based on that evidence for a variety of purposes.

Biomechanical Concepts—Application of scientific principles such as force and power in the study of human movement.

Body Composition—A comparison of the relative amounts of lean body weight and fat tissue in the body.

Cardio Respiratory Endurance—The ability of the heart, lungs, and blood vessels to deliver oxygenated blood to the muscles of the body to be used as fuel for sustained physical work.

Correct Form—The form for a skill that is generally accepted as expert—all of the components of the skill are present, and performed in a fluid, continuous motion.

Developmentally Appropriate—In physical education, practices which recognize changing capacities to move and which promote change, taking into account that developmental change is quantitative, sequential, directional, accumulative, multifactorial, and individual.

Dynamic Balance—Being balanced while moving using various locomotor skills, stopping, and starting. It also includes maintaining a balanced state while performing activities such as throwing and jumping.

E.G.—An example of; not inclusive of the whole; some of those available.

Fitness Education Pyramid—A representation of five heart rate zones for achieving or maintaining physical fitness. The description for each zone includes the percentage of heart rate maximum, the actual beats per minute for a training workout at that level, the equivalent rate of perceived exertion, the length of time needed to get the most benefit, the number of activity bouts needed per week, and the activities one can perform to get his/her heart rate to that level.

FITNESSGRAM—A health related physical fitness assessment that relies on criterion-referenced data to provide feedback to students, parents, and teachers. The five components of fitness tested are body composition, aerobic capacity, muscular strength, muscular endurance, and flexibility.

FITT—Frequency, Intensity, Time, and Type.

Flexibility—The range of motion that is possible around a joint or joints.

Health-enhancing Level—That level of physical activity that results in physiological changes that produce positive effects in an individual's health (e.g., aerobic exercise results in improved cardio respiratory capacity).

Health Related Fitness—Consists of those components of physical fitness that have a relationship with good health. The five components include: cardio respiratory endurance, flexibility, muscular strength, muscular endurance, and body composition.

Heart Rate Monitor—A device that records the heart beat by means of a chest transmitter and wrist monitor.

I.E.—Inclusive of, only the listed items should be assessed at a particular benchmark.

Locomotor skills—Basic motor skills involving a change in position of the feet and/or a change of direction of the body (e.g., walk, run, skip, gallop).

Manipulative Skills—Basic motor skills involving handling an object (e.g., throw, catch, kick, trap, strike).

Mature Form—The critical elements of the skill are present, and performed in a smooth and continuous motion.

Moderate Physical Activity—Any activity or exercise that ranges in intensity from light to borderline heavy exertion. Intensity of physical activity that corresponds to 50-69% of an individual's maximal heart rate (e.g., brisk walking, slow bike riding). The body's response is typically flushed face, increased breathing rate, increased pulse, and a light sweat.

Moment of Non-support—That moment when a person has no contact with the ground or floor during motor activities, typically one component indicative of a mature pattern (e.g., run, hop, skip).

Motor Skills—Physical activity that is directed toward a specific function or goal. The term can be used to refer to one discrete skill (e.g., throwing) or a more general ability to perform physical skills competently (e.g., as in "The student has the motor skill needed to perform that sport.").

Movement concepts—Can be broken down into three basic categories: space awareness (where the body moves), effort (how the body moves), and relationships (the body's relationship to itself, others, and objects).

Movement Forms—A variety of body movements that include locomotor, non-manipulative, and manipulative skills.

Muscular Endurance—The ability of a muscle to exert sub-maximal force repeatedly over time; usually refers to a specific muscle group.

Muscular Strength—Maximum force that can be applied by a muscle during a single maximum contraction.

Non-locomotor Skills—Movement of the body performed from a relatively stable base of support (e.g., bending, stretching, twisting, turning, leaning, swaying, swinging).

Overload Principle—The principle of overload states that a greater than normal stress or load on the body is required for training adaptation to take place. The body will adapt to this stimulus.

Perceived Exertion—A method of determining physical activity intensity (Borg Rating of Perceived Exertion is an example of one scale). Perceived exertion is how hard you feel your body is working. It is based on the physical sensations a person experiences during physical activity, including increased heart rate, increased respiration or breathing rate, increased sweating, and muscle fatigue.

Physical Activity—Movement of the body produced by skeletal muscles that results in energy expenditure.

Physical Fitness—Ability to perform daily tasks with strength and vigor and without experiencing undue fatigue, and with enough reserve strength, energy, and stamina to participate in recreational pursuits and to meet unforeseen emergencies.

President's Council on Physical Fitness and Sports Health Related Physical Fitness Test—A health related physical fitness test that relies on normative data (1985 School Population Fitness Survey) to provide feedback to students and teachers.

Skill Related Fitness—Consists of those components of physical fitness that have a relationship with enhanced performance in sports and motor skills. The six components include: agility, balance, coordination, power, speed, and reaction time.

Static Balance—Maintaining a desired shape while stationary, such as holding a pose in gymnastics.

Target Heart Rate Zone (THR Zone)—A range that is calculated using the Resting Heart Rate, the maximal heart rate, and two percentages between 65% and 85%. To calculate the Target Heart Rate Zone, find the maximal heart rate using the formula $MHR = 208 - (.7 \times \text{your age})$; Calculating Heart Rate using HRR (Heart Rate Reserve method) is $MHR - \text{Resting HR} \times \text{Threshold \%}$ (anywhere from 65%-85% for maximal cardio respiratory benefits); next add RHR and that is low end of THR. The ceiling end would be a repeat with higher percentage. The Target Heart Rate Zone would be those two numbers. Example would be 140-175.

Vigorous Physical Activity—Intensity of physical activity that corresponds to approximately 70% or more of an individual's maximal heart rate. Examples of vigorous physical activity include, running, aerobic dance, singles tennis, and swimming laps. The body's response is typically red face, labored breathing rate, accelerated pulse, and heavier perspiration.

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